



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

MORE SIMPLE AND DEFINITE STANDARDS

I am greatly interested in this matter of teaching English in the public schools, and especially in the high schools. I hope that the Council may see fit to look at the matter from the standpoint of the needs of the students, regardless of any requirements that may be laid down by the colleges and universities. The English work in the high schools is at present largely in the condition of a bewildering maze. We have a superabundance of material to draw from, and seem to be determined to get our arms around it all during the four years that the student is in the high school. I wish that we could get ourselves out of this maze, and that some standards could be set up whereby the students and teachers might be made to feel that they are beginning somewhere; that they are traveling along some well-recognized path; and that they are heading for some goal worth the while to reach.

JAMES M. POWERS

PUBLIC SCHOOLS
SALEM, ORE.

COLLEGE-ENTRANCE REQUIREMENTS AND THE SMALLER
HIGH SCHOOLS

I have it from pupils from the University of Chicago, from Wisconsin, Illinois, Iowa, Kansas, and Missouri universities, that their most difficult work in university life is Freshman English. Is there too big a jump from Senior high-school to Freshman university work? Could the Committee on College-Entrance Requirements prepare more definite requirements in composition work?

In preparing these there is one thing, if I may be so bold as to make a suggestion, to be taken into consideration. The requirements, it seems to me, should be made from the standpoint of the schools of the smaller towns, where the teachers have twice as many pupils in their total class enrolment as the teachers of the larger cities; because, I am sure, the majority of the Freshmen enrolled in the universities come from the former.

However, pupils from the larger towns have their troubles. This year three of our pupils entered the University of Chicago. One of them was enrolled in the most advanced division of the Freshmen English classes. He was an exceptional pupil with us. The other two were enrolled in the zero division. They were our average pupils. The roommate of one of them, a last year's graduate from a Chicago high school, also went into the zero class. All of them are finding their English their most strenuous work. A little friend who graduated from a high

school in Madison found her first year's work in English in the University of Wisconsin most exhausting. I am continually hearing complaint from pupils from schools all over Missouri.

I have been sure in a few instances that the fault has been with the the universities. Many of them put their least experienced teachers in charge of the Freshman classes and, through a too great zeal, these teachers attempt to have their pupils do about the same work they themselves have just completed in their Senior year in some other school.

I am sure there are many teachers and pupils who will be grateful to the Council for aid along this line. For years the work suggested by the Committee on College-Entrance Requirements has been an unspeakable help.

JOSEPHINE NORVILLE

CHILLICOTHE, MO.

QUESTIONS FOR THE COUNCIL

Among the numerous questions the Council might profitably consider at an early date, I suggest the following:

1. Co-operation with the efforts of other bodies to secure uniformity in grammatical nomenclature in all language-study.
2. The organization of local associations to serve as branches of the National Council and to aid in disseminating the ideas of the Council.
3. The feasibility of the employment in secondary schools of assistants for theme-reading, so that experienced teachers may have more time for preparation and for classroom teaching.
4. The selection of a list of books for home reading. Such a list, which might contain several hundred titles, should receive the official approval of the Council and would form a valuable, uniform foundation for more extended lists to be constructed by individuals according to their preferences.
5. The determination and publication of the maximum number of pupils to whom a teacher may be expected to do justice, especially in composition, under conditions generally prevalent.

May I be pardoned for suggesting also that whatever measures are recommended by the Council should be based upon a substantial unanimity of opinion among authorities; and that wherever authorities exhibit a diversity of opinion, the Council should refrain from making any recommendation? The chief danger in the wholly praiseworthy effort to promote uniformity in the teaching of English is that of failing to allow sufficient latitude for varying personalities and conditions